MAP

Mentorship & Active Participation Days

Thunder Bay

Orillia

JOURNAL

Updated September 20, 2021

The Mentorship and Active Participation (MAP) Journal

Table of Contents

This document is subject to changes as per faculty advisor (FA) input.

EXCEPTIONAL.
UNCONVENTIONAL.

Lakehead UNIVERSITY | Faculty of Education

Success Criteria

For MAP Days Journal:

- My responses to all questions are thorough, detailed, and thoughtful.
- My responses demonstrate a high level of understanding, critical reflection and engagement regarding teaching/learning theories, approaches, practices and/or strategy use; classroom management routines; and policies and procedures.
- My responses clearly integrate and articulate ideas.
- My responses are legible and carefully edited.

For Post-Placement Learning Plan (PPLP):

- I use the PPLP template and follow instructions contained therein to support development of my plan.
- My PPLP provides a clear description of strengths demonstrated on placement as well as areas for professional growth (as noted by my FA, FL, and/or AT), including areas suggested by my AT(s), as well as areas of personal interest.
- Selection of goals shows that I am reflexive and understand the connectedness of teaching/learning theories and practices.
- My goals are relevant, well-articulated, measurable and realistic.
- I provide detailed, purposeful steps regarding the range of actions I will undertake to achieve each of my goals.
- Resources outlined in my PPLP are specific (i.e. specific website pages/content in place of more generalized website links which will only be helpful once I explore the website to download relevant materials)
- My PPLP illustrates a growth mindset, and is informed by program requirements (i.e. lesson planning is a Placement 1 expectation; DI is introduced more fully in second year); I understand that my FA/FL/AT can only help me so far; the major push for my growth needs to come from me.
- Timelines shared in my PPLP are reasonable; where one goal builds upon another, this is reflected in their subsequent timelines.
- I submit my PPLP by the deadline specified by my FA, revising my plan in a timely manner, and attending to FA feedback, as required.

Getting to Know Your School

During placement, take the initiative to introduce yourself to the Principal/Vice Principal and other teachers and staff. **Make an effort to be part of the school community.**

Ensure your AT has received the "placement package". If NOT,
please contact Kathy Matic kmatic@lakeheadu.ca (TBay) or
Sarah McIsaac samcisaa@lakeheadu.ca (Orillia) immediately.

Establish a mutually convenient time for meeting with your AT to review feedback and to discuss daily progress.

Faculty Advisor or Supervising Instructor Contact Information:

Name:
Email: Telephone:

People who play an important role in the school:

Associate Teacher:
Principal:
Vice Principal:
Secretary:
Custodian:
Educational Assistant(s) (EAs):
Early Childhood Educators (ECE or DECE in SCDSB) if in FDK Placement:
Student Support Professionals (SSPs):
Additional Members of the School Community:

Getting to know your school takes time… so check out the school online!

Contact your FA/course instructor with any concerns you and/or your AT have during your placement.

Getting Organized

In your day binder (FA may request electronic day binder), behind the MAP Days Journal, create sections for the following information/documents that pertains to your school and classroom **(check off the included items that are available and relevant to your school/classroom):**

School Information:

- o School map (if available)
- o Bell schedule
- o Teacher handbook (code of conduct, dress code, school emergency protocol)

Classroom Information

- o Emergency/safety procedures (fire drills, lock down)
- o Weekly/daily timetables
- o Supervision schedule
- o Class list
- o Learner profile (keep on-going notes based on observations/info from AT)
- o Seating plan
- o Sketch of classroom

Planning Information

- o Unit plans (if applicable)
- o Lesson plans
- o Assessment notes
- o Handouts
- o Feedback from AT/FA

The Art of Active Observation

Observation involves paying attention to what is happening all around you, as well as analyzing, interpreting and evaluating what is happening. It is essential to adopting new ideas and practices into your own repertoire. As you complete these tasks, be as specific as possible when observing the learners and the teacher.

Conditions/Universal Design for Learning (UDL):

Classroom Routines

Observations

Observe and record the classroom routines in the classroom for the following:
a) Entering the room
b) Dismissal for recess, lunch, next class
c) Distribution and collection of worksheets/ assignments/materials/finished work
d) Learner access to classroom materials/equipment (scissors, tape, stapler, computers)
e) Facilitation of learner organization (calendar, agenda, binders, folders, etc.)
f) Moving to other areas (gym, French, music, other classrooms, activity centers…)
g) Washroom
h) Sharpening pencils
i) Following learner completion of assigned work (what do learners do when finished a task/finished early?)
j) Sharing/development of learning goals and success criteria
k) Other

> **Notes about classroom routines/classroom management strategies/teacher expectations (eg. re: work habits, organization, self regulation, collaboration)** (box will expand as you type):

1. What do you see students doing while the teaching/learning is going on?

> Box will expand as you type

2. Discuss ways that the AT creates a respectful, inclusive and equitable environment for all students through use of:
   - visual aids (eg. anchor charts)
   - group meetings
   - social contracts
   - routines
   - daily interactions with individuals/group etc.
   - organization of the room
   - student voice / choice

Box will expand as you type

3. How does the AT address minor off-task and/or disruptive behaviours?

Box will expand as you type

4. How does the AT work with learners (whole group and individual) who are frequently disengaged, off-task, and/or disruptive? During small group instruction, what is the rest of the class doing? What routines and expectations support on-task behaviors?

Box will expand as you type

Reflection

What characteristics/common behavior traits do you observe in this group of students? How will these observations inform your own practice?

Extension

What insights did you gain in conversation with your AT re: classroom management/conditions for learning/classroom expectations/routines, relationships and UDL? What are your wonderings? What resources have you acquired to further your understanding?

School Climate and Well-Being

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable and accepted. Staff and learners value diversity and demonstrate respect for others and a commitment to establishing a just, caring school community.

Observations

1. According to the principal/vice principal/department chair/teachers, what are the school policies and procedures for reporting discrimination, bullying and harassment? (If there are multiple TCs in school, please arrange to visit administrative staff together.)

Box will expand as you type

2. What steps (e.g. school-wide playground initiatives) are being taken in the school to foster positive relationships? To educate learners about wellbeing?

Box will expand as you type

Reflection

What are your observations about various school community initiatives and student responses to them? How will these observations inform your practice?

Extension

What insights did you gain in conversation with your AT about school climate?

Planning and Lesson Observations

Teaching and learning have many components that interact. The way in which they interact, when you teach, will determine how effective your lessons will be. Note how your AT brings them all together.

The 3-Part Lesson:

While observing your AT during a series of lessons, answer the following (some questions may not be applicable):

Observations

1. How does the AT begin lessons?
   What kinds of motivational hooks or 'minds on' practice does the AT use to engage learners?
   How does the length of time of this portion of the lesson vary with regards to student learning needs?
   How does the AT incorporate learners' interests, background knowledge and tap into previous learning?
   How are Learning Goals addressed?

Box will expand as you type

2. How does the AT transition to the body of the lesson?
   How does the length of time for this portion of the lesson vary with regards to student learning needs?
   What strategies and activities are included to promote learner engagement and build understanding (e.g., pair/group work) during the instructional period?
   How long are learners able to focus on any given task? How is the AT responsive to changes in learner focus/interest/behavior?
   How are the learning goals addressed in the body of the lesson?

Box will expand as you type

3. How does the AT transition to consolidate the lesson (eg.,provide opportunities for learners to share/demonstrate what they have learned)?
   What strategies does the AT use to bring a lesson or learning sequence to a close?

Share specific examples.
How are the learning goals addressed in this part of the lesson?

Box will expand as you type

4. How is the learning differentiated to meet the needs of all learners? Give an example (e.g., AT comment to learners, description of AT action, prompt or open questions).

Box will expand as you type

5. How does the AT motivate learners to listen/respond to each other's ideas? Provide specific details (e.g., AT use of strategies, groupings, co-created success criteria, anchor charts, talk stems, peer assessment, feedback).

Box will expand as you type

6. How are technology and/or manipulatives used to engage learners and move their learning forward? Provide specific/contextualized examples.

Box will expand as you type

Reflection

How will your observations of the three-part lesson design and implementation inform your practice?

Extension

> What insights did you gain in conversation with your AT about how the Ontario Curriculum is used/reflected in the planning and delivery of lessons (e.g. number of overall and specific expectations, learning goals, success criteria, achievement charts)?

Assessment as Learning [AAL]; For learning [AFL]; Of learning [AOL]
Observations

1a. What observations might you make about intentional use of AFL in the classroom (premeditated/planned by the teacher to gather data about learner progress with instruction or a task eg. exit card, poll, interviews, checklist, etc.)?

> Box will expand as you type

1b. What observations might you make about informal use of AFL carried out by your AT during a lesson (e.g. unplanned in the moment based on learner needs)?

> Box will expand as you type

1c. What observations might you make about intentional use of AAL in the classroom (eg. self assessments, metacognitive questions, learning logs, strategies such as think/pair/share)?

> Box will expand as you type

2a. What observations were you able to make about feedback provided to learners by the AT, by their peers, and by themselves, to facilitate their learning processes/demonstrations of learning (AAL/AFL) prior to submission of final projects/products formally assessed for marks (AOL)?

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Box will expand as you type
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2b. What did you notice about learners' responses to feedback (AFL) they received from their teacher/peers (as discussed in 2a?).

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Box will expand as you type
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2c. What opportunities were students given to review, reflect upon, and make adjustments to their work, using that feedback and reflection (AAL/AFL), before finishing a task and/or submitting it for a Level/Grade (AOL)?

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Box will expand as you type
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3. What kinds of work were students asked to submit for summative feedback (AOL)?

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Box will expand as you type
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Reflection

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How will your observations around these three types of assessment inform your own practice? How has your perspective/understanding of assessment changed? How will *you* respond to learners who appear to need help or seem to be struggling? How will you engage learners in their own learning processes? Be specific in providing the contextual details.
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Extension

What insights did you gain, in conversation with your AT, about assessment for/as/of learning? What components of assessment do you need to focus further upon? What resources can you access to further your understanding?

MAP Journal Evaluation

TCs must receive a pass in all areas of the rubric to 'pass' the MAP Days Journal, and, to 'pass' 4398/(4498). There will be ONE opportunity to resubmit. TCs who do not resubmit and/or receive a fail on the resubmission will be required to complete the MAP Day Journal in the subsequent placement, and will receive an INC in 4398, until cleared. <u>A second failure on the MAP Day Journal means automatic withdrawal from the Program</u>.

MAP Days Journal Rubric (Pass/Fail)*		
Criteria	**PASS**	**FAIL**
Building of Knowledge Base	Responses are thorough, detailed, thoughtful, organized and legible. Responses illustrate critical reflection and engagement re: teaching/ learning theories, approaches, practices and/or strategy use; classroom management routines; and school policies and procedures. Concise, complete, detailed, well organized collection of artifacts, as outlined in the checklist (p.1 of Journal), is appended to MAP Journal where requested by FA/instructor.	Detail / legibility may be inconsistent; and/or components of questions may be hastily covered/missing; haphazard or lack of organization make reading difficult. Responses illustrate minimal understanding and/or engagement with teaching/ learning theories, approaches, practices and/or strategy use; classroom management routines; and school policies and procedures. Collection of artifacts, as outlined in the checklist (p.1 of Journal), is appended to the MAP Journal; may be missing items or in need of organization for ease of reading/access (where FA/instructor requires submission).
Communication and Organization	Ideas are integrated and articulated clearly. Information is easy to read/find/follow; responses are legible and generally well edited.	Limited integration of ideas and clarity of thought; poor and/or incorrect word choices. Somewhat difficult to read; many minor editing errors.

PASS:_____ / FAIL:_____   RESUBMISSION DUE BY: _____